



# Equality, Diversity and the Protected Characteristics

<b>Religious Education</b>	<ul style="list-style-type: none"><li>• Students explore a range of religious beliefs and practices. Race is explored explicitly in Year 8 where students look at anti-racism. This develops in Year 9 when looking at racism in the justice system as well as Islamophobia.</li><li>• In Year 9 students study hate crimes related to homophobia.</li><li>• Pregnancy and maternity are explored through the study of medical ethics where students look at different attitudes towards fertility treatments. Students also study 'matters of life and death' where they consider abortion and the rights of a foetus, with religious attitudes on abortion and issues that can happen in pregnancy.</li></ul>
<b>MFL</b>	<ul style="list-style-type: none"><li>• Students at GCSE read texts about marriage and religion or belief as part of the identity and culture components of the course.</li><li>• Materials in MFL enable students to meet individuals of different ages, sexes and races. Cultural differences are discussed throughout the curriculum.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Students explore social attitudes towards pregnancy across time periods through the treatment of Eva Smith as an unmarried pregnant woman.</li><li>• Age and generational differences are explicitly taught through the play -An Inspector Calls.</li><li>• In Shakespeare plays students learn about religious beliefs and how these shape the contexts of the plays. Biblical allusion is explored throughout a range of literary texts.</li></ul>
<b>Geography</b>	<ul style="list-style-type: none"><li>• Students learn about couples waiting until they are older to have children in HICs. They learn about social attitudes linked to changes as well as gender and careers.</li><li>• Students learn about the consequences of uneven development including issues related to racial abuse. This includes segregation in UK cities based on race and religion for multiple reasons including safety in numbers.</li><li>• Student learn about the multicultural mix in UK cities.</li></ul>
<b>Art</b>	<ul style="list-style-type: none"><li>• Students look at the impacts of different cultures and how religion and beliefs inspire artwork.</li><li>• In Textiles students learn about fashion garments which are gender neutral.</li><li>• Students look at flesh tones from around the work and discuss how prejudice is often displayed through the difference in skin tones.</li><li>• Reference is made to the protected characteristics of artists, for example, students learn that Leonardo Da Vinci was a gay man living in the 15th Century.</li></ul>
<b>Technology</b>	<ul style="list-style-type: none"><li>• Students learn about how religion impacts dietary requirements and 'meeting the needs of customers'.</li><li>• Explicit reference is made to wheelchair users/assisted chair users needing lifts or ground floor rooms with lowered furniture in bathrooms.</li></ul>





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<p><b>History</b></p>	<ul style="list-style-type: none"> <li>• The Protected Characteristic of race is explored in Year 9 when students learn about the experiences of slavery and the fight for civil rights in the USA during the 1960s.</li> <li>• Students also learn about the influence of immigration since WW2 in Year 9.</li> <li>• Female monarchs Elizabeth I and Victoria are explored in relation to the roles of women and their influence.</li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Students learn about religious beliefs in terms of ethical debate around stem cells, contraception and cloning.</li> <li>• Explicit reference is made to relationships when learning about IVF and wanting to start families.</li> <li>• Reference is made to the underrepresentation of girls in STEM subjects and this is a priority focus within the Faculty.</li> </ul>
<p><b>Personal Development (PD)</b></p>	<ul style="list-style-type: none"> <li>• Students learn about The Equality Act (2010) and each of the Protected Characteristics.</li> <li>• Students learn to identify examples and non-examples of discrimination.</li> <li>• Students learn about processes for reporting discrimination and harassment.</li> <li>• Students learn about different types of families- including LGBTQ+ families.</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Questions in Maths include names of individuals from different cultures.</li> <li>• Adaptations to lessons are made to enable all pupils to access learning.</li> <li>• Students of all genders are encouraged to attend maths events that promote further study and related jobs.</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Students discuss the dominance of male composers and musicians in history and how this has changed in recent times.</li> <li>• Students discuss the challenges that black musicians faced in America in the 20th Century when they didn't have the same rights as the white musicians they were performing with - for example having to sleep in their car because they weren't allowed in a hotel.</li> </ul>
<p><b>PE</b></p>	<ul style="list-style-type: none"> <li>• Students learn about equality and diversity in sports and health industries.</li> <li>• Students learn about different cultural expressions through dance.</li> <li>• Students explore religion and gender as part of the BTEC qualification.</li> </ul>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• Students research how computers can be adapted for those with accessibility/disability needs.</li> <li>• In Computer Science students look at famous computer scientists such as Alan Turing.</li> <li>• Displays are present in the Faculty- including females linked to STEM and those from BAME or LGTBQ+ communities.</li> </ul>

